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ABSTRACT

The Higher Education Center for Urban Studies (HECUS) was formed as a consortium in 1968 by 5 institutions of higher education located in or near Bridgeport, Connecticut. It has been involved mainly in urban research, community service, and in facilitating educational services for disadvantaged people. This report is a study made to determine whether or not HECUS should continue the present course and nature of its operations, or should redirect them. During the period of the study, 4 additional institutions became members of HECUS. Their representatives, along with those of the original members, as well as selected program participants and representatives of certain community agencies, comprised the study committee. The study committee found that HECUS is making progress along worthwhile paths of action. The committee's recommendations pertain mainly to an expansion of the scope of HECUS' operations and to an acceleration of the pace of HECUS' development. (Author/HS)

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Dynamics, Role, and Function in Inter-University Collaboration

FINAL REPORT

1972

HIGHER EDUCATION CENTER FOR URBAN STUDIES
328 Park Avenue, Bridgeport, Ct. 06604

Bridgeport Engineering Institute
Fairfield University
Housatonic Community College
Norwalk Community College
Norwalk State Technical College
Sacred Heart University
Stamford Branch, University of Connecticut
University of Bridgeport
Western Connecticut State College

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AUTHOR'S ABSTRACT

The Higher Education Center for Urban Studies (HECUS) was formed as a consortium in 1968 by five institutions of higher education located in or near Bridgeport. It has been involved mainly in urban research, community service, and in facilitating educational services for disadvantaged people. This report is of a study made to determine whether or not HECUS should continue the present course and nature of its operations, or should redirect them. During the period of the study, four additional institutions became members of HECUS. Their representatives, along with those of the original members, as well as selected program participants and representatives of certain community agencies, composed the study committee.

In general terms, the study committee found that HECUS is making evident progress along worthwhile paths of action. The committee's recommendations pertain mainly to an expansion of the scope of HECUS' operations and to an acceleration of the pace of HECUS' development.

FINAL REPORT

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DYNAMICS, ROLE, AND FUNCTION IN INTER-UNIVERSITY COLLABORATION

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U. S. Department of Health, Education and Welfare

Office of Education
Region I, Boston, Massachusetts

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PREFACE

As initially approved, this study of "Dynamics, Role, and Function in Inter-University Collaboration" was to have focused on the Connecticut Consortium on Research Development (CONNCORD), a program to promote campus/community collaboration in addressing urban problems. CONNCORD, now concluding its second year and about to embark on its third, is funded by HEW's Office of Education and sponsored by the Higher Education Center for Urban Studies (HECUS).

With the knowledge and consent of OE's Regional Director of Research, the focus of this study was shifted from CONNCORD, a program, to HECUS, sponsor of that and other important programs. The reasons were several. First, HECUS had the greater need for study. Then entering its fourth year of operation and still not securely established despite notable progress, HECUS needed reassessment, particularly in light of the expansion of its responsibilities and its geographical territory resulting from the acceptance of new members located outside the immediate Bridgeport area.

Second, the reduced level of CONNCORD funding during its third year and the probable termination of the program after that, suggested that a study of CONNCORD might soon be of little more than historical value. Clearly a continuation of campus/community collaboration in urban research will depend upon HECUS' ability to develop another source of funds for another such program.

Third, HECUS had extended its membership to encompass CONNCORD members.

Fourth, HECUS is a better subject for study. It is a true consortium, formed voluntarily by its members in order to meet a range of problems and needs. Its life, course and purposes are guided and controlled by its Board

of Directors, all of whom are representatives of member institutions. CONN-CORD, in contrast, came in existence as the result of a grant and is largely controlled by the terms of the grant.

Fifth, HECUS impacts many more people in many more ways than does CONNCORD. Hence, a useful study of HECUS will have greater value than a study of CONNCORD.

Nothing stated above is intended in any way to belittle the value of CONNCORD. It has proven to be an especially valuable program for HECUS. It was through CONNCORD that HECUS was first able to extend its reach to colleges and universities outside the Bridgeport area. Through CONNCORD, HECUS has been able to involve faculty members in projects with community groups. In no small measure, the need to conduct a study of HECUS at this time derives from the enlarged possibilities opened up by CONNCORD. That leadership effect continues as CONNCORD shifts gears for its next program year.

A special tribute is due Dr. Richard V. McCann, Office of Education, Boston, for helping in setting up CONNCORD and for the wise and flexible attitude he has maintained toward it since.

The mission of the present study committee has been to review and assess the HECUS experience to date and to present to the HECUS Board of Directors a report setting forth issues to be dealt with and recommendations for future HECUS operations.

In the course of its work, the study committee has sought to satisfy three criteria: a) thoroughness of historical review; b) quality of discussion and analysis; and c) soundness and usefulness of recommendations. The committee met ten times for extended discussions, each meeting lasting for upwards of two and one-half hours. Homework between meetings consisted of study of

especially prepared materials, general readings on the subject of consortia, and, of course, thought.

During the course of the study, the chairman made a verbal report to the HECUS Administrative Committee and another to the HECUS Board of Directors. Also, a planning sub-committee consisting of the chairman, the project director and the author met on two special occasions to assess progress and plan the committee's work.

The study committee wishes to thank Fairfield University, Housatonic Community College, Norwalk Community College, Sacred Heart University, and the University of Bridgeport for hosting various meetings.

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Dynamics, Role, and Function
in Inter-University Collaboration

REVIEW OF HECUS' EXPERIENCE

Pre-HECUS Background

A good starting point to an understanding of HECUS is 1963 with the formation of Sacred Heart University. Although privately expressing personal reservations regarding the need for Sacred Heart University, the then president of Fairfield University, the Very Reverend James Fitzgerald, S.J., supported Sacred Heart's establishment before State officials. This was an early and unusual step toward collaboration. As it happened, the first president of Sacred Heart University, Dr. William H. Conley, was an old-time personal friend of President Henry W. Littlefield of the University of Bridgeport.

In 1964, the Very Reverend William C. McInnes, S.J., became president of Fairfield University and initiated a series of convivial exchange meetings among the administrators of the three universities. These led to tri-university discussions at the presidential and vice-presidential levels. During the several years which followed, communications were extended, but competition and secretiveness remained more characteristic of inter-university relations than were cooperation and candor.

Competition among the universities for students, faculty and community support sometimes manifested itself in duplication of facilities and course offering, leading to excess capacity. In 1968, when educational institutions across the country took a sudden interest in urban affairs, a somewhat related situation appeared to be in the making in the Bridgeport area, even though local institutions approached the subject at different levels and in different ways. Fairfield University conducted a study of the feasibility of setting up a graduate school

of urban affairs. The University of Bridgeport established a Center for Urban Studies on a non-degree granting basis at the graduate level. At the undergraduate level, Sacred Heart University prepared course offerings. And, most important, at that time plans were being laid for an Urban Professional Assistance Program launching at Housatonic Community College. With its focus on inner city students, Housatonic Community College immediately became a central element in any projection of educational service related to urban affairs.

In this situation, Fairfield University offered to set up a joint graduate program in urban affairs with the University of Bridgeport. Dr. Littlefield, President of the University of Bridgeport, did not respond directly to this offer, but he did offer to share a $60,000 grant obtained from a private foundation by the Center for Urban Studies in order to bring into being a consortium for urban studies to be jointly sponsored by the three universities and the community college.

The consortium, the Higher Education Center for Urban Studies, Inc., was formed; Dr. H. Parker Lansdale was engaged as director (through special arrangements with the Y.M.C.A. and the City of Bridgeport); and HECUS was officially begun in November 1968. That was the genesis of HECUS: it was created more as a reaction to a set of evolving circumstances than as either a commitment to meet a need or the consequence of a carefully laid long-range plan.

HECUS' Early Months

The absence of extensive pre-planning relative to HECUS is clearly revealed by the minutes of the initial meeting of the HECUS Board of Directors, composed of the president, vice president, and one faculty member of each member institution. The minutes of November 22, 1968, suggest identifying and focusing "on the major specific problems of the Bridgeport area" and instructed that problem

analysis, investigation of institutional resources, and development of issues be done as quickly as possible "in light of the necessity to move out on some solutions." The language of this minute indicates that from the beginning interest centered more on actively seeking to resolve community problems than on mere study of them.

Within several weeks, the director submitted a list of possible programs and types of activities in which HECUS might engage. These covered a wide range of possibilities, some modest, such as developing a definition of urban problems, and others more ambitious, such as engaging in housing development, or starting a School of Community Service, or developing an education plan K through 5 for Bridgeport, or the development of a Kellogg-type conference center. Of sixteen specific suggestions advanced at that time, only two were to be acted upon -- assistance with an Urban Coalition Education Study proposal to area boards of education, and securing Federal funds for a research program.

Without project funds to expend, the Board of Directors found that it could not be very "directive." The practicalities of the situation determined that the course HECUS would follow would depend upon the initiatives and successes of the director in developing self-supporting projects. Three such were a regional education study by the Urban Coalition in which Dr. Lansdale played a key staff role, a Regional Head Start Training Program, and a Bridgeport Harbor Study. With these a pattern was established which still obtains, wherein the director somewhat opportunistically takes initiatives to set up paying projects and the Board (or its committees) sanctions and supports the result.

In January 1969, the Bridgeport Engineering Institute announced its acceptance of HECUS membership. Housatonic Community College President, Edward J.

Liston, was involved in HECUS from the beginning. At the Board meeting on March 18, 1969, Mr. Liston announced that the State Board of Trustees of Community Colleges had approved his college's participation. That completed the membership of the consortium until it was again expanded in 1972.

Throughout the first year (and on to the present) there was a continuing discussion of the role and function of HECUS. When this discussion resulted in a Board policy, the result at first was generally restrictive rather than expansive. Apparently, three factors were at play: first, as noted above, the Board had no discretionary funds with which to authorize expansionist plans; second, the presidents were apprehensive lest HECUS interfere with the development or funding of their individual institutions; and, third, mutual trust among the presidents remained incomplete. As a consequence, typical policy statements were as follows:

* The Center is to serve as an instrument of the member institutions and not as a block to individual development. (12/17/68)

* As a matter of policy, the Center is not to participate in existing programs already in operation with member institutions. However, where the Center can initiate new programs with one or more of the member institutions, such initiation should be considered by the Board as new work and new collaborative programs which we support. (3/18/69)

* The Center should develop around the following priorities:

  a) To provide a Center through which student learning might be enriched by closer association with urban problems....

  b) To relate the institutions of higher education not only through normal educational programs, but also through a program of continuing education including conferences, seminars, and specialized courses.

  c) To coordinate research efforts in the field of urban problems, opportunities, and concerns in Southwestern Connecticut.

  d) To initiate, channel, and expedite the efforts of member institutions in their service to urban activities in the area. (5/20/69)

(Note: The above constitute a reordering without other change of the purposes stated in the By-Laws adopted 11/14/68).

During the first 12 months, guidance and support for HECUS was provided mainly by the Administrative Committee, which is composed of the second level administrators of member institutions. These men had already established a good working relationship among themselves, and they guided the director in his relations with the presidents. The presidents themselves met with the full Board, which then as now included faculty members, as well as members of the Administrative Committee, rather than on a more intimate basis in their capacity as the Executive Committee.

At this point it may be instructive to call attention to some of the things HECUS was not expected to do that other consortia of educational institutions elsewhere commonly are. In his 1972 study of such consortia, William C. Nelson, of the Danforth Foundation, suggested five areas for educational entrepreneurship and innovation by consortia. a) Curriculum: Combining the old and the new through an ongoing mechanism to monitor course offerings (especially majors). b) The improvement of teaching. c) Admissions and retention: Matching students with colleges. d) Expanding educational opportunities: example, an external degree program. e) Inter-institutional financial and educational planning.

Of the various consortia studed by James Gilbert Paltridge (The Center for Research and Development in Higher Education, University of California, Berkeley, 1971), HECUS was more particularly focused on community action than any other save possibly one -- San Diego's Community Opportunity Program in Education, which was dissolved in 1970 for lack of basic funding and a sound organizational base.

HECUS from Early 1970 to the Present

A description of HECUS programs appears in the Appendix. Here in chronological order is a list of milestone events since January 1970.

* The Regional Head Start Training Program, begun in September 1969, continued until terminated in September 1971.

* The Urban Corps program was begun in February 1970, and still continues.

* In the same month, the Urban Coalition Education Study actually began, after more than a year of preliminary work.

* In May 1970, William Owens became President of Bridgeport Engineering Institute.

* In June 1970, Professor Edward C. Keane began a Public Service Career Inventory - a major work.

* HECUS received funding for a research grant program (CONNCORD) in July 1970.

* Dr. Lansdale suffered a heart attack in October, which kept him out of the office until January.

* At the beginning of 1971, Dr. T. E. Manning replaced Dr. Littlefield as President of the University of Bridgeport.

* At about the same time, HECUS launched a study of the Model Cities Career Ladder Program.

* In June 1971, discussion of a merger program with area libraries got underway.

* In July, Robert A. Kidera became President of Sacred Heart University.

* In the same month, the CONNCORD grant was renewed.

* Also in the same month, work was begun on the development of a Higher Education Opportunities Program, which was later funded as a substitute for the Model Cities Career Ladder Program.

* In February 1972, a special Veterans Affairs Program was begun under a special grant by the Emergency Employment Act, Personnel Division.

* In spring of '72, HECUS' participation was expanded to include Norwalk Community College, Norwalk State Technical College, the Stamford campus of the University of Connecticut, and Western Connecticut State College.

* At mid-year, the CONNCORD grant was again renewed, although at a reduced rate.

* Additional projects and activities under development as of June, 1972 include a Senior Citizens Program, Women's Programs, an Occupational Safety and Health Program, and a Regional Developmental Policy Project.

Along with the milestone events above, other developments of significance are worth noting. These are the changing role of the presidents in the governance of HECUS, the growth in HECUS budgets, and the impact of the nature of HECUS financing on the nature of HECUS operations.

The change in presidents at three of the five original member institutions in combination with the situation created by Dr. Lansdale's absence from his office during recovery from his heart attack prompted the presidents to take a more direct interest in HECUS affairs. They now meet monthly as the Executive Committee and appear capable of much more open and free-handed cooperation than before. This augers well for HECUS' effectiveness in the future.

During the fiscal year 1968-1969, the HECUS budget was $41,816, none of which was program money. During the current fiscal year, 1971-1972, the budget is $252,253, nearly $200,000 of which is program money. This growth is one measure of Dr. Lansdale's success in establishing the value of HECUS to the community and to the institutions served. Most of the funds raised, of course, go to pay for educational services provided by member institutions. For example, from January 1, 1969, through October 31, 1971, tuition payments to member institutions totaled $64,823.00, many times the financial support given HECUS by those institutions. During the same period, HECUS payments to faculty members amounted to $50,861.00, and to students payments in that period totaled $7,558.00. From a money generating viewpoint, HECUS has proven to be a sound investment.

From another point of view, the very fact that HECUS is so dependent upon program grants tends to destroy its effectiveness as a well-planned, well-managed, well-staffed organization competent to carry out the purposes expressed in its by-laws. Living on grants means following the money rather than plans, it means managing by chance rather than by objectives, and it means constant turn-over in staff as programs come and go. On the plus side, living on grants means that an organization must remain flexible and responsive to current needs. An organization that lives on grants cannot stagnate in dead water; it must stay in the main stream or its funding will dry up. Ideally, permanent non-grant financing would be sufficient to fund a core staff capable of impacting and giving continuity to the basic purposes of the organization. Given that situation, then appropriate program grants would give extra thrust and reach to HECUS but would not control it, as is presently the case.

COMMITTEE VIEWS: PROBLEMS, ISSUES, AND OPPORTUNITIES

Performance Indicators

The question of the most suitable performance indicators and measurements to be employed speaks to the issue of the primary purposes of the organization. This issue was discussed in various contexts, as will be seen throughout this section of the Report.

It was generally agreed that the best available indicators of the degree of success HECUS has enjoyed to date are four in number. First, the growth in the amount of funds generated. Second, the evident interest in and support of HECUS being shown by the presidents of the member institutions. Third, the growth in membership from five to nine institutions. And fourth, the positive and supportative reaction of those faculty members who have been involved in HECUS activities.

Apart from the general indicators, however, no attempt to measure and evaluate the performance of this organization has been made, either by the committee or by others. Casual observation and available reports suggest that program execution in HECUS has ranged from good to poor.

There was general agreement by the committee with the suggestion that a key indicator ought to be evidence that HECUS programs had caused changes of significance within and on the part of member institutions and community organizations. In other words, the view was that HECUS should be a change agent and should be measured on that score.

Another point made in discussion was that HECUS should be perceived as a permanent direct action organization, and its successes should be measured

in terms of its direct contributions to communities of the region and to the member institutions themselves.

The committee recognized that the issue of HECUS' role as discussed in the context of performance indicators, measurement and evaluation was not an either/or issue. It is not inconsistent for an organization to serve as a change agent while at the same time making direct contributions to its members and to those it serves. However, this is a matter, in the opinion of the committee, that requires clarification and development. In other words, HECUS' roles need to be clarified and then performance indicators and evaluation procedures need to be developed that reflect those roles.

Governance

HECUS is peculiarly the creation of Dr. Lansdale, not only because it has developed along lines that he was interested in and capable of taking it, but also because he is virtually its sole engine. Nearly all the energy and initiatives that keep HECUS moving come from him. He is a man in constant motion. He is strong as an innovator and as an ambassador; that is, in getting ideas about things to do and in getting people to accept and fund those things. He is a hustler in the best sense of the term. But his style has weaknesses; he admits to having too little time for reflection and long range planning, and he is too pressured for time to give close supervision necessary to assure that day-to-day work within HECUS is uniformly well handled.

There is some evidence that the director overshadows the organization to such an extent that it is perceived by people in the Bridgeport community not so much as a consortium of educational institutions as a vehicle to enable Dr. Lansdale to continue his long personal record of community service. To the extent that this perception obtains, it may interfere with efforts to build direct relationships between campus and community people. Of course, outside

Bridgeport, no such perception is likely to arise.

Clearly, the leadership given HECUS by Dr. Lansdale has been a major determinant of its achievements to date, and the committee commends him on that score. At the same time, however , every "one man" organization is a limited organization, no matter how able that man may be. For full effectiveness, HECUS requires a stronger permanent staff and more active volunteer support.

The most critical volunteer support needed is that from within member organizations. Thus, how HECUS is perceived on campus is of great importance to its success. Committee discussion indicated that HECUS has had very little visibility among faculty members and among students. The point was suggested that HECUS is not likely to become important to either group until representatives of those groups come to play a more central role in HECUS.

Discussion was held on the question of whether or not it would be best to recommend reorganization of the HECUS Board of Directors in order to give representation to community groups and students, as well as to promote greater involvement on the part of faculty representatives. After debate, it was decided not to recommend inclusion of community representatives on the grounds that HECUS should remain exclusively an organization of institutions of higher education. Inclusion of student representatives found considerable support in principle among committee members, but the general conclusion was that HECUS needs to consolidate support among its present Board members first, before attempting to extend membership to students.

Normalization of Board functions through the scheduling of regular meetings supported by good staff work, was seen as a first step in improving the governance of HECUS. The Executive Committee should meet on an interim basis in lieu of the full Board. Board (and, hence Executive Committee) responsibilities are cited in the By-Laws (Appendix B).

As stated in the By-Laws, the Advisory Council exists to assist the Board of Directors. Its meetings, as provided in the By-Laws, are to be held quarterly or on call of the Board of Directors.

Meetings of the Administrative Committee should be scheduled by or on call of the director. The purpose of this committee is to advise and assist the director in the management of HECUS programs and activities.

After reviewing the functions of the five governance elements cited above - the Board of Directors, the Executive Committee, the Director, the Administrative Committee, and the Advisory Council - the committee noted that the problem of community participation remained, particularly at the program level.

A suggestion which found favor with the committee was that each HECUS program embody and be organized around a Board of Participants composed of various people involved in the program whether as "clients", educators, agency representatives, staff members, or whatever. Each such board should be formed as early in the life of the program as feasible, and each should have policy responsibilities consistent with guidelines set by the organization funding the program and within bounds set by the HECUS Board of Directors. Actual powers of the Boards of Participants would, of course, vary from program to program, but the objective would be to leave each such board free to exercise true management responsibility to the fullest extent, consistent with sound staff administration and the overriding responsibilities of the director and the Board of Directors of HECUS.

The Four "Cs": Competition, Cooperation, Collaboration and Coordination

There is a problem in understanding all the complexities and implications of competition, cooperation, coordination and collaboration as these bear on

the relationships of HECUS member institutions. The meaning of each in the context of higher education bears intensive study. Competition may be healthy in some instances, destructive in others. Cooperation may strengthen some situations, weaken others. Collaboration needs definition not yet clarified by practice. And coordination is replete with psychological traps and frustrating roadblocks. The question is whether or not a more refined and precise understanding of these in the abstract would lead to better command of them in practice, which, in turn, might lead to improved clarification of HECUS' role and functions.

This subject was addressed by the Director in the 1971 Annual Report:

> "In the Western, and particularly the United States, system of values few people earn their 'merit badges' for collaborating. Our member institutions have a long history of competing for faculty, students, and community support. This position of competing with each other must be preserved while, at the same time, we seek to find ways to collaborate and increase our efficiency. But this system of competition does not reward collaboration and, furthermore, doesn't reward those who are willing to give up their own priorities for the sake of the larger good. This latter achievement takes time, and it may be that HECUS has begun to turn the corner."

Issues arising from the "four 'cs'" above take definite shape in real situations. The present computer situations at the University of Bridgeport and Fairfield University might be more satisfactory had that matter been handled differently. Time, effort, money and goodwill might have been saved by some institutions at work to develop certain programs had they been told that other institutions were already set to announce similar programs. Recognizing that the introduction of new course offerings and programs is a fundamental and legitimate way of competing for students, faculty and community support, the question remains how to improve the way the game is played. Private institutions have greater freedom of action than do public ones in this kind of competition, a matter of special importance to a consortium whose membership includes both.

By its nature, a consortium presumes a willingness to cooperate, and perhaps collaborate on the part of its members. That this is the essential nature of HECUS' work is beyond dispute. At issue are questions of what areas HECUS is to work in. Is a distinction to be made between "internal" and "external" affairs? Among "academic", "administrative", "research", and "community"? Between urban studies and urban programs? Between "ongoing" and "new"?

The committee discussed various aspects of such questions at considerable length during its meetings. It recognized that HECUS has in fact been primarily involved in "new", external, community, urban programs, but no hard lines have been drawn, nor, in the committee's view, should they be.

The full potentials of HECUS to facilitate more beneficial competition, collaboration, cooperation, and coordination among its member institutions and between members and the community are as yet unexplored and unrealized. While a sharper understanding of these if shared would be of help, wisdom suggests a further period of trial-and-error experience as the best policy for the foreseeable future.

HECUS Funding

The precarious nature of HECUS' funding was commented on many times by committee members. This was seen as a serious detriment to good planning, good management, and, hence, good results. At the same time, it was recognized that without the grant funds HECUS has obtained, the organization would be without strength and perhaps without life.

The tight financial squeeze being experienced by member institutions was reviewed, and it was accepted that members could not be expected to provide more than the core administrative budget at this time, although to this there was a minority point of view expressed to the effect that if the member institutions

put their priorities in right order they would support HECUS programs ahead of some other things on which they spend money.

In any case, it was recognized that money is a critical problem for HECUS. The consensus was that HECUS would have to continue to scramble for grants as vigorously as possible. To this end, the point was made that HECUS should always remain independent enough to be free to compete with members for funds. The college administrator who made this point said that that was a price he would willingly pay because he was satisfied that returns from HECUS to his institution would make up for any loss thus suffered.

To overcome the difficulties and restrictions that result from being too completely dependent upon program grants, thought was given to ways in which HECUS might earn money. One suggestion was that HECUS might undertake cost studies of institutional operations with a view to suggesting ways of saving money (perhaps through cooperative joint ventures) and that a percentage of the savings might come to HECUS. Another thought was that HECUS might charge fees for services rendered other organizations. A clearing house function and consultation on new program development (for para-professional teachers, for example), were seen as possibilities.

Discussion of HECUS' financing were not conclusive, but the general agreement seemed to be that ideally HECUS would be provided by its members with a base administrative budget for a core staff adequate to provide good planning, initiatives, and administration for the whole operation, program grants for program operations, and "earned" funds to enable HECUS to operate outside the framework of funded programs.

The State rules which compel all public institutions to turn over to the general fund all monies received from outside sources was seen as providing

HECUS with an important opportunity to serve those institutions through legal, collaborative arrangements.

Another opportunity for service lies in the fact that HECUS can accept start-and-stop type program in which, through HECUS, the institutions can be involved, whereas they themselves would not care to accept such programs directly because of problems of investment and staff.

HECUS Relationships

A considerable amount of time was spent discussing the relationships of the people involved in HECUS. Reference has already been made to the central role played by the director. Also, the increasingly active role of the presidents of HECUS member institutions has been remarked.

The question of the relative lack of involvement by the "new" member institutions was recognized but not discussed at length. Related to it are such questions as, can HECUS play as important a role in Norwalk, Stamford, and Danbury as it does in Bridgeport? Should it try to? It was pointed out that different members vary in their commitment to the three prime functions of educational institutions -- teaching, research, and service. How does this fact affect HECUS relationships with them? And how does the question of how "independent" HECUS ought to be bear on its relationships with member institutions, both "new" and old, public and private?

Another set of questions of great importance concerned relationships with faculty members. The presumed failure of HECUS to make a strong impact on the faculties of member institutions was considered a serious matter. The point was mde that the underlying assumption of a higher education center for urban studies is that the faculty will provide intellectual resources. If they don't

contribute, the title loses its meaning, at least to a degree.

Dr. Lansdale recited his experiences in attempting to interest faculty members in HECUS' community activities. Apparently faculties of community colleges are somewhat more open in this respect than the university faculties. Also, HECUS may be perceived so strongly as a creation of administrators that faculty members project to HECUS some of their attitudes toward their own administrators. In any case, it was agreed that a problem exists that needs attention.

A related matter is the question of what happens to staff members of a member institution who cooperate with HECUS. Commonly, it appears, they are made to feel that such cooperation is their individual business, that they should not consider themselves as representatives of their institutions, nor should they expect credit from their institutions for contributions to HECUS. This kind of attitude has prevailed in some instances reported, but in other instances member institutions have authorized personnel to work with HECUS and have even given them reduced time to facilitate it.

Some committee members called attention to the low percentage of Blacks on the rosters of member institutions and asserted that, because of this, Black concerns and Black perspectives are not put into HECUS as they should be, particularly since, in their view, "urban problems" equates with Black problems and since, in their opinion, Black riots were probably responsible for HECUS being thought necessary in the first place. One Black committee member appeared to warn that HECUS is on trial with Blacks on campus, who "are getting fed up." Another said HECUS was making a positive contribution and had a great potential, although its potential to deal with urban problems could never be realized until member institutions made a much greater commitment of resources

and determination than they had yet made.

As suggested above, one relationship issue not adequately discussed was whether or not HECUS will now try to develop the same kind of community relationships in Norwalk, Stamford and Danbury that it enjoys in Bridgeport, or, instead, will change the nature of its community involvement, or, another possibility, will operate differently with respect to Norwalk, Stamford and Danbury than it does in Bridgeport. This could prove to be a touchy question. One college administrator told the committee, "If you don't include my community in your concerns, I'm not interested in talking to you about urban problems and don't use our name to help get grants."

Another kind of relations problem that could arise, one committee member noted, would be if HECUS locked a member into a situation that required him to evaluate another organization or required another organization to evaluate him, thus jeopardizing his present good relations with other member institutions and community organizations. No example of this, actual or hypothetical, was given.

HECUS staff relations were discussed from the standpoint of the tentativeness of the employment of all except Dr. Lansdale and Mrs. Gorham. The experience of working at HECUS was considered to result in positive value, but the temporariness of such employment was said to prevent full benefits from accruing.

HECUS relations with the Commission on Higher Education in the light of the latter's designation of "Area F" were mentioned but not explored in depth. No doubt there are some issues to be faced in this connection, and perhaps even some problems, but neither issues nor problems were surfaced by the committee.

HECUS relations with community agencies need careful watching, but should not be particularly troublesome. It is the nature of agency executives (as it is of labor leaders) that they are especially sensitive to encroachment on what they regard as their field or their clientel. They detest competition, and they don't like to share. The code word they use to block encroachment is "duplication." It is a word that is badly misused. There may be 1,000 people needing a particular service and the only agency in the field may be able to serve but 100, but still if another agency seeks to pick up the slack, it will be charged with duplication. This issue arose in our committee discussion over the proposed HECUS program for senior citizens, and it will undoubtedly arise many times more during the course of HECUS' work. The defense, of course, is to stress the special educational aspect of HECUS' involvement.

With regard to the relationship of HECUS member institutions to particular HECUS programs and activities, it was agreed that all participation should be voluntary, that programs should be designed so that members could exercise the choice of whether to participate or not, and that prior commitment to participate should never be assumed unless a specific commitment is given. In other words, membership in HECUS should not obligate or bind a member to support every action or program HECUS undertakes.

Work Roles and the HECUS Name

Discussion was extensive about the nature of the work HECUS should perform and about the appropriateness of the name, Higher Education Center for Urban Studies, in that connection.

It was generally agreed that the word "education" in the name was key, that everything HECUS got involved in should relate to the educational responsibilities of member institutions, and that the purpose set forth in the By-Laws,

related to student learning, should get special attention.

On the other hand, it was agreed that education is a broad concept, that the educational responsibilities of the institutions to the community go beyond what happens in classrooms, and that, since teaching students is but one of several prime functions of institutions of higher education, many kinds of community activities would be appropriate for HECUS, so long as they resulted in better understanding, better research, better data, better decisions, or some other kind of education-related result. Specifically, one college administrator committee member said, HECUS' involvement with the Regional Plan Association in a developmental program for Fairfield County would be not only appropriate, but for his institution, beneficial.

The words "urban" and "studies" came in for sharp criticism. "Urban" was said to be too restrictive, since suburban conditions are part of the problem. "Studies" was said to be wrong because "we don't need studies, but programs" and because in fact HECUS is an action-oriented rather than study-oriented organization. This is a subject that was not fully developed. The question of why HECUS is action rather than study-oriented was raised. The answer was considered obvious: 1) the original instruction from the Board pointed that way; 2) the director is more geared to finding action money than study money; and, 3) action not study is what the community demands. Still, there is more to the question than that. To those who say "we've been studied to death", the answer might be, "obviously, not well enough."

The argument developed in two directions. One point of view was that the best study is an action plan put into effect for study of the results, then modified and tried again. Another point of view began with the argument that confidence in authority has broken down because authorities can't make things

work; that they can't make things work not because they haven't tried and haven't studied, but because their experience and their studies haven't produced good enough answers. Secondary and tertiary effects often produce worse problems than the initial one, as when the problem of lack of middle class housing was solved by the FHA's financing of suburban developments, leading to the flight of the middle class from cities and then to the decline of core cities, vitiating the value of the suburbs. Would more careful study have forestalled these consequent problems? The argument is that the fact that "solutions" to urban problems so commonly either fail to produce results or produce undesirable secondary effects is an a priori case for more and better studies. If this is true, HECUS may be missing its greatest opportunity to demonstrate the value of its member institutions' abilities to serve their communities.

It was said in an early meeting that the most important problems of the community that HECUS could address were unemployment, decline of cities, rural poverty, and destruction of the environment. These are problems that can usefully be approached from educational and research bases. They are problems that can utilize every discipline to be found on the nine campuses of HECUS members. They would appear to be appropriate, challenging, and adequately significant problems for HECUS to engage. Further, the invitation of the Regional Plan Association to take the lead in establishing a developmental program for Fairfield County is a direct route into these problems.

Commitment Levels

HECUS is already involved through its programs with the major problems noted immediately above -- employment, cities, poverty and environment. The remaining question is the degree of commitment and leadership that the Board of HECUS wishes it to exercise.

One level of commitment would be to say that HECUS should stand by, ready to respond to requests for services, ready to act as a buffer against community pressures, taking on touchy jobs involving racial tensions or other difficulties the institutions would rather avoid, and garnering such goodwill for member institutions as might be forthcoming from this level of activity.

Another level would be to say that HECUS is free to go wherever and as far as the director is able to take it more or less on his own, so long as he stays within agreed upon areas and stays out of serious trouble with powers important to members. This appeared to the committee to be close to the actual situation now prevailing.

Still another level would be for the Board members to say that they want personally and for their institutions to play a strong leadership role in the future development of communities of Fairfield County and that, to this end, they instruct HECUS to develop the necessary community organization and support, as well as the means whereby their organizations can channel the intelligence, knowledge, technological skills and other resources of their institutions into programs of community development. This is the level of commitment that could make a difference in the way in which the future of this region develops.

In discussing levels of commitment, the point was made that different institutions have different interests, and public institutions are not as free to make commitments as are private institutions. Two implications of this observation are important to note. One is that it would be unreasonable to expect that all nine member institutions would see alike and want to -- or be able to -- move alike on community matters, particularly if those matters might involve controversy. The second is that if HECUS is to act on significant problems, its freedom to act must not be dependent upon the unanimous agreement or commitment of its member institutions, or their representatives on the Board.

CONCLUSIONS AND RECOMMENDATIONS

Statement of Primary Purposes

The committee respectfully recommends adoption of the following statement of the nature and primary purposes of HECUS:

> "HECUS is and should remain a voluntary organization of, by and for the institutions of higher education that constitute its membership and should serve the following primary purposes:
>
> "a) Promote and assist inter-institutional relationships, communications, and cooperative endeavors within and among member institutions at all appropriate organizational levels.
>
> "b) Assist member institutions or act on behalf of the Board of Directors in helping community groups to study, plan, organize, implement and finance efforts to understand and to resolve community and regional problems.
>
> "c) Open channels to member institutions for minority, elderly, women, veteran and other such special groups seeking educational services; and open channels to the community for professional personnel and students seeking opportunities to study and work in community settings."

In offering this statement, the committee calls attention to the fact that a) above does not refer specifically to community service type activities, but might include a variety of other kinds of activities.

In applying the provisions of the above statement, it is recommended that individual member institutions always retain the option to participate or

not in HECUS programs as they choose and to the degree they choose. Further, no institutional member should have a right to veto another's participation or a HECUS program favored by another.

Finally, the word "community" is defined for the purpose of this report as any city, town, or neighborhood. The word "region" refers to two or more municipalities. In this report, both words have been used without reference to any particular places within Fairfield County, except where a specific place name is stated.

Authorized HECUS Functions

The committee recommends that authorized HECUS functions include:

1. Raise money.
2. Conduct, commission, or fund research.
3. Conduct, commission or fund studies, papers and reports.
4. Hold seminars, conferences and meetings.
5. Develop programs and engage in grantsmanship.
6. Counsel, serve or collaborate with community groups and organizations.
7. Provide a clearinghouse of data related to Fairfield County needs and resources.
8. Facilitate communications and exchange among member institutions.
9. Provide a vehicle to utilize on-campus resources for worthy off-campus projects.
10. Develop cooperative academic programs on graduate and undergraduate levels.
11. Promote faculty involvement in HECUS-related activities.
12. Perform contract services for member institutions as well as for other public and private agencies and non-profit organizations.

13. Facilitate efforts to identify and combat racism within member institutions.

Possible Program Extensions

The committee recommends that the following list of activities, facilities and programs be studied by the Board for possible extensions of services that might be rendered by HECUS or by member institutions in conjunction with HECUS.

1. Course exchanges, joint appointments, transfer arrangements, and other such cooperative undertakings for the benefit of students and faculty.
2. Black studies programs.
3. Facilities to be used as social and study centers by minority students.
4. Program to assist low income people to become independent businessmen.
5. Extension of educational opportunity programs to include ex-convicts.
6. Coordinated scheduling.
7. Coordinated purchases of selected products and services.
8. Studies of program needs in Fairfield County communities in the fields of health, housing, employment, transportation, ecology, recreation, welfare, and, of course, education.
9. An overseas educational facility.
10. Program to assure public access to CATV in the region.
11. Inventory among member institutions of all existing facilities, identifying both expansion needs and the under utilization of present buildings and equipment.
12. Shared services and facilities for cost reduction.
13. A major forum for the advancement of ideas of leading national figures and urban theorists dealing with urban problems.
14. Extended representation in community planning efforts and poverty-related programs.

15. A packaged "campus on the air" radio program for local stations.

16. Assist the member institutions in designing and establishing a cooperative graduate program in adult and higher education, using the facilities and resources of all member institutions.

17. Revision of name and logo.

Conclusions

We conclude that the growth, contributions, and acceptance of HECUS to date spell success and testify to the need for such an organization.

We conclude that for permanency and improved effectiveness, a numerically stronger professional staff is needed. Associated with this is the need to provide a stable budget adequate to support core staff operations.

We conclude that such success as HECUS has achieved to date falls far short of the maximum potential it might yet achieve, particularly in terms of initiating, channeling, and expediting the efforts of the member institutions in their service to urban activities in the Fairfield County area.

We see this area coming under enormous growth pressures in the current decade, impacting social, physical, and political conditions in character transforming ways. We see in this situation an exceptional opportunity for area institutions of higher education to advance and protect their own interests and reputations by contributing through HECUS to the high level knowledge, informed judgment and skillful leadership that successful management of these growth pressures will require.

With respect to higher education, we conclude that the diversity of the public and private member institutions is a source of strength to be emphasized and cultivated, not diminished; that there is a need for experimentation and reform in both curriculum and delivery methods; and that a properly

run consortium can assist in furthering these ends without threat of creating in the end, large, centralized multi-campus systems, which we believe to be undesirable.

We believe that thanks is owed those students, faculty members and people from the community at large who have lent their assistance and guidance to HECUS during the period of initial growth. And we especially commend the HECUS Board of Directors for the leadership and consistent support they have given HECUS.

We trust that the Board's enterprise, courage and community concerns will now boost HECUS to greater contributions spanning the full geographical region served by HECUS members.

FOR THE COMMITTEE

Edwin C. Kepler	H. Parker Lansdale	Maurice J. O'Sullivan
Author of Report	Study Project Director	Committee Chairman
Date 7/5/72	Date 7/5/72	Date 7/5/72

HECUS PROGRAMS

Regional Training Office of Head Start

For two years - September 1969 to September 1971 - the Higher Education Center for Urban Studies was responsible for operating the Regional Training Office of Head Start for Connecticut and Rhode Island. Under this program we supervised the staff counselling services for 23 Head Start programs in the two-state area. The two-member staff and related supportive services were directed at in-service training, helping local Head Start staff training, and collaborating with the Region I Office of Child Development in general training and supervision. In addition, the RTO was responsible for developing Parent Action Committees on a state-wide level and in each Head Start Program.

In addition, the staff of the Regional Training Office assisted the University of Bridgeport in the planning and execution of the Head Start Career Training Program and, more recently, assisted in the transfer of this program to Sacred Heart University. Members of the staff provided counsel and guidance to the development of early childhood education programs at Norwalk Community College, as well as Housatonic Community College.

Due to the reorganization within the Region I Office of Education, Office of Child Development, all regional training offices were elminated in the fall of 1971 in the Region. It is interesting to note that this is the only region in the United States which has elminated Regional Training Offices completely.

Urban Coalition Education Study

The Urban Coalition Education Study Project was conceived almost three years ago by the Education Task Force of the Urban Coalition under the chairmanship of Mrs. Helen Wasserman. It involved a proposal to be made by the Coalition to the City of Bridgeport and ten surrounding suburban communities that they collaborate in a special study to find ways of bridging the gap and increasing opportunities for communication by the students not only between urban and suburban systems, but among various suburban systems as well.

When first developed by the Coalition, the proposal produced a substantial wave of negative community response in the suburban community. In the end, the City of Bridgeport and four suburban communities -- Fairfield, Trumbull, Westport and Wilton -- agreed to participate in this joint venture. One of the tragedies of this experience was the consistent unwillingness of the State Board of Education to assist in this first time effort at voluntary collaborative study and programs among two or more school systems directed at the problem of urban and suburban divisions. Fortunately, the necessary funding was received, however, in part from the State Department of Community Affairs, through Action for Bridgeport Community Development, with the remainder given by private individuals in the Greater Bridgeport area.

The major contractor for the project was the General Learning Corporation. HECUS' responsibility extended to the development of citizen participation, providing the administrative assistance and communication responsibility for

the project among the members of the Citizens Study Committee, the Executive Committee and the community at large. In the later stages the director of HECUS served as chairman of the study team and its deliberations.

In the fall of 1970, the report of the Study Committee was completed and has been reviewed by the boards of education, with the implementation by two boards of a program of incorporating minority students from the City of Bridgeport into their school systems, both public and private, in Westport and Wilton.

Work With the Region's Inner City Population

a. Model Cities

From its inception, HECUS has been privileged to serve as a significant resource to the developing program in the Model Cities Neighborhood. During the summer of 1969, the director served as the coordinator of the resource personnel in developing the first year action plan which was successfully funded, as well as in writing the evaluation and higher education components of the Model Cities operation.

Under the leadership of Professor Edward C. Keane, of Housatonic Community College, a unique inventory of career ladder possibilities was developed by HECUS for Model Cities and the City of Bridgeport. This resource is an invaluable tool in describing the total inventory of Civil Service job possibilities in the region.

During the first and second year action plan HECUS served as a further resource to Model Cities by recruiting a number of different faculty from its member institutions to assist Model Cities not only in program development, but also in program evaluation. Finally, the director of HECUS has served as the chairman of the Policy Advisory Committee of Model Cities.

b. Higher Education Opportunities Program

Perhaps the most significant development of the Model Cities program and the involvement of HECUS with the inner city population has been the Higher Education Opportunities Program of Model Cities. Developed by a thirty-member faculty/staff study team with local faculty and community residents serving as primary consultants, this program designed a special recruiting and scholarship effort in Model Cities for Model Cities residents and agency staff personnel serving the Model Cities area, to assist them in achieving their own individual higher education goals. It is significant to note that the current Acting Director of the program, William Armistead, is the first successful graduate of this program. Having completed his baccalaureate degree program at the University of Bridgeport, he is now enrolled in the Graduate School in the College of Business Administration. In all, 90 different persons were involved in this program in its first year, all on a part-time basis, and in the academic year 1971-'72, 68 persons have been involved as follows:

Institution	Full Time	Part Time	Total
University of Bridgeport	5	18	23
Fairfield University	3	--	3
Sacred Heart University	3	1	4
Housatonic Community College	14	24	38
	25	43	68

Support Services

A key factor in the success of the Higher Education Opportunities Program, in which Model Cities funds HECUS at an annual $41,000 in 1971-'72, is the Support Service system developed through a grant of $75,000 from the Office of Education. Under this program, which is supervised by an Advisory Board chaired by the Reverend Wilfredo Velez and Mr. Clarence Williams, provision is made for three full time staff personnel, three graduate fellows, and 15 Urban Corps students to assist not only Model Cities students, but all students who qualify under the guidelines set by the Office of Education. There is no question that this special effort and assistance has substantially changed the success pattern for all enrollees under this program.

The staff group is supported, in addition, by one representative from each of the member institutions of HECUS so that there is consistent and continuing contact between the member institutions, the support staff and the individual students. Bi-monthly contacts are made by the support staff with faculty members in whose classes the students are enrolled.

Urban Corps of Greater Bridgeport

One of the early programs developed by HECUS, and now a significant portion of the total work of HECUS, has been the Urban Corps of Greater Bridgeport. Initially begun under the impetus of the Metropolitan Regional Council for students to work in the City of Bridgeport departments, this program now involves 30 students who work not only in the Higher Education Opportunities Program Support Services and the City of Bridgeport, but also in a number of voluntary and government agencies in the region. This program provides a unique opportunity not only for earnings by the students in work-study programs, but in experience in a broad range of community efforts.

Veterans Affairs Program

Through provisions from the State of Connecticut Personnel Department, a Veterans Affairs Program has been instituted as of February 1, 1972 which will provide for a director and nine half-time recruiter/counsellors; two to be located in Stamford, two in Norwalk and four in Bridgeport -- all to be housed in CAP agency offices (Community Action Programs such as ABCD, NEON and CTE) so that they can be close to the inner city population. The design of this program will be to provide counseling and support services to veterans in the region, assisting them in matriculating in the local schools and universities, or in other settings if they so choose. All of the persons employed in the program

will themselves be veterans in order that we can insure basic communication between potential veteran students and the member institutions of HECUS.

Cultural Affairs

As a result of a collaborative series of conferences between Action for Bridgeport Community Development (ABCD) and the member institutions of HECUS, special programs in the arts are being supplemented by the efforts of faculty and students of member institutions of HECUS through Mr. Ben Johnson of ABCD. A special funding request has been made to the Connecticut Commission on the Arts to expand this program.

CONNCORD

The Connecticut Consortium on Research Development is a program funded by the Office of Education and is now entering its third year. Its purpose is to stimulate increased reliance on -- and technical competence in -- research and technical assistance in public and private efforts to resolve urban problems at the local level. To this end, CONNCORD has funded to date 19 small scale research and study projects, most of which were performed on a collaborative basis by faculty members and social agency personnel working together. In conjunction with this activity, CONNCORD has conducted to date six workshops and seminars and cooperated in a seventh that was under other sponsorship. Further study projects and seminars are planned.

Environmental Studies Institute

The second major research effort by HECUS has been the preliminary steps to create an Environmental Studies Institute through the estaurine study. Initially proposed jointly by the Biology Departments of the University of Bridgeport, Fairfield University and Sacred Heart University, the Harbor Study has now become essentially the responsibility of the Biology Department and its chairman, Dr. Joseph F. Moran at Sacred Heart University, although a number of students and faculty were involved from other institutions. This project, which is being financed by the City of Bridgeport and private corporate and individual contributions in the Bridgeport area, is being supervised by the Mayor's Conservation Advisory Council and is expected to be completed by early 1972. The basic data has been developed and the authors are completing their data analysis.

The lessons learned from this most comprehensive project, along with related CONNCORD research projects, should lead us to the creation of an Environmental Studies Institute, though this development will hinge heavily on future developments at the State and Federal level.

Curriculum Developments

Curriculum developments on a collaborative basis preceded the creation of HECUS. The three universities - University of Bridgeport, Fairfield University and Sacred Heart University -- had already created a program for interchange of courses, particularly at the upper division level. Although the

campuses are geographically close by, the availability and joint use of curriculum offerings has not been as successful as initially anticipated.

Under the terms of this program, in its three years experience, 42 students from Sacred Heart University took 152 course credits at the University of Bridgeport, and six students took 12 credits at Fairfield University. During the same period three students from Fairfield University took six credit courses at Sacred Heart University and four students from the University of Bridgeport took 12 credits. In addition, 14 students from Fairfield University took 45 course credits at the University of Bridgeport.

In the field of urban studies in particular, Fairfield University has developed but not implemented a special master's program in urban studies, and in 1969-'70 experimented with an interdisciplinary course which was taught jointly by 15 faculty members with the participation of 30 students. The project proved to be both cumbersome and difficult to administer and has not been continued.

Housatonic Community College, in 1968, announced the creation of the Urban Professional Assistants Program which has had 37 participants over the last three years. More significant for the academic community, this Community College has moved its facilities from a suburban high school into the center of the city, occupying the former Singer-Metrics factory - a modern industrial plant immediately adjacent to the Model Cities Neighborhood. This commitment on the part of the Community College, the first of its kind in the State, has been a significant addition to the urban thrust of the member institutions in this community.

More recently the University of Bridgeport has created a special certificate program at the upper division level which is available to majors in History, Sociology, Political Science and Economics. This program provides for what in effect becomes a minor in urban studies, and awards successful granduates of the program a certificate in urban studies. The program is administered by the Center for Urban-Suburban Studies of the University of Bridgeport under Professor Nahum J. Spector of the Political Science Department.

Finally, a program at the master's level in municipal administration has been organized as of the fall of 1971 by the College of Business Administration at the University of Bridgeport. Four students are enrolled. This program was a direct outgrowth of a special program run by the College of Business Administration for municipal officials under a grant from the Commission on Aid to Higher Education.

Libraries

At the request of the Executive Committee of HECUS, the director convened a meeting of the librarians of the member institutions together with the director of libraries of the City of Bridgeport. As a result of initial meetings, contacts have now been established with the Southwestern Connecticut Library System, Inc., and a special sub-committee incorporating both unversity and public librarians is meeting to discover ways in which joint use of public and private, as well as special libraries, might be accomplished in the region.

Senior Citizens

With the assistance of Mr. Arthur Koster, former Executive Director of the Bridgeport Chapter American Red Cross, a program for senior adult citizens is being inaugurated in collaboration with the State Commission on the Aging. This program, which will incorporate primary focal points in Stamford, Norwalk and Bridgeport, will seek to develop an Institute of Senior Adult Affairs, special faculty workshops in gerontology, leadership training for senior adult groups, pre-retirement programs for senior citizens (one such program already exists at Fairfield University) and a special exploratory workshop on the needs of senior citizens housed in public and private cooperative or rental units in the region.

Women's Programs

An application has been made with the Office of Education for the funding of a project to develop women's programs. It will seek to find those special activities and educational opportunities which can be, and need to be, developed for women in Southern Fairfield County.

Regional Plan Association

The Regional Plan Association has invited HECUS to undertake the leadership of the development of Regional Plan II and its implications for Fairfield County. This program, a direct outgrowth of a conference held at Sacred Heart University in February 1970 in which 1,000 participated, will seek to bring together municipal and civic participants in the development of an adequate plan for the region. At this writing the chairman and vice chairman of the Connecticut Conference of Mayors and the heads of municipalities of the largest segments of the region, as well as a number of private citizens, have agreed to support this program.

Occupational Safety and Health

A series of consultations have been held with members of the staff of the National Institute for Occupational Safety and Health as well as manufacturers, representatives of the construction industry, the physicians and nursing professions involved with a view to developing three special programs dealing with the Occupational Safety and Health Act of 1970. These include a master's and baccalaureate program in occupational safety and health at the University of Bridgeport, short term courses offered by Bridgeport Engineering Institute, Housatonic Community College and Fairfield University in occupational safety and health, and a demonstration program with the Visiting Nurse Association in providing occupational health nursing to over 500 industries in the Greater Bridgeport area which, at the present time, do not have occupational health supervision at all.

BY-LAWS

HIGHER EDUCATION CENTER FOR URBAN STUDIES

ARTICLE I

NAME

The name of this organization shall be the Higher Education Center for Urban Studies (hereinafter called "The Center") operating under the jurisdiction and control of the member educational institutions.

ARTICLE II

PURPOSE

Section 1. Purpose - The Center shall have the following purposes:

a. To coordinate research efforts in the field of urban problems, opportunities, and concerns in Southwestern Connecticut.

b. To initiate, channel, and expedite the efforts of the member institutions in their service to urban activities in the area.

c. To provide a Center through which student learning might be enriched by closer association with urban problems, especially through utilizing the community as a laboratory resource.

d. To relate the institutions of higher education to the needs of the community not only through normal educational programs, but also through a program of continuing education including conferences, seminars, and specialized courses.

e. To develop financial support for appropriate urban studies from government agencies, foundations, and other interested sources.

Section 2. The Center will serve as an instrument of the member institutions in achieving these purposes and without limiting the activities of its individual member institutions.

ARTICLE III

MEMBERSHIP

Section 1. Membership in the Center shall be available to any institution of higher learning upon request of its president or senior administrative officer, subject to approval of the Board of Directors. The charter member institutions shall be the University of Bridgeport, Fairfield University, Sacred Heart University, and Housatonic Community College.

Section 2. In order to withdraw from the Center, a member institution shall give one year's notice. The member institution shall be held responsible for all assessments up to the effective date of withdrawal.

ARTICLE IV

MANAGEMENT

Section 1. The management of the Center shall be vested in a Board of Directors which shall include the president, or his designate, a senior administrative officer, and a faculty member from each institution. The directors shall have the responsibility of determining all matters of policy; authorizing the employment of an executive director, who shall be the chief administrative officer, and such other staff as may be needed from time to time; and the development of program priorities in accordance with the aforementioned purposes of the Center.

Section 2. The members of the board shall be appointed by the member institutions.

Section 3. Officers - The officers of the Board of Directors shall be a Chairman, a Vice-Chairman, a Secretary, and a Treasurer, and shall be elected from among the members of the board. No two officers shall be from the same institution. These officers shall serve as an Executive Committee for the Board of Directors.

Section 4. Meetings - The board shall meet monthly at a time convenient to the membership.

Section 5. A quorum shall consist of a majority of the members of the Board of Directors present, with each institution being represented.

ARTICLE V

ADVISORY COUNCIL

Section 1. To assist the Board of Directors, an Advisory Council of qualified individuals (not to exceed sixteen (16)) shall be appointed by the Board of Directors.

Section 2. Meetings - The Council will meet quarterly on call of the Board of Directors.

ARTICLE VI

OTHER COMMITTEES

Since the Center will serve as an instrument of the member institutions, rather than expand the Center's organization, staff, and operation, member institutions shall appoint such internal faculty, student, and administrative committees as they may deem necessary to assist in the execution of the work of the Center; provided, however, that any work done in the name of the Center shall be subject to the general supervision of the executive director and the Board of Directors of the Center.

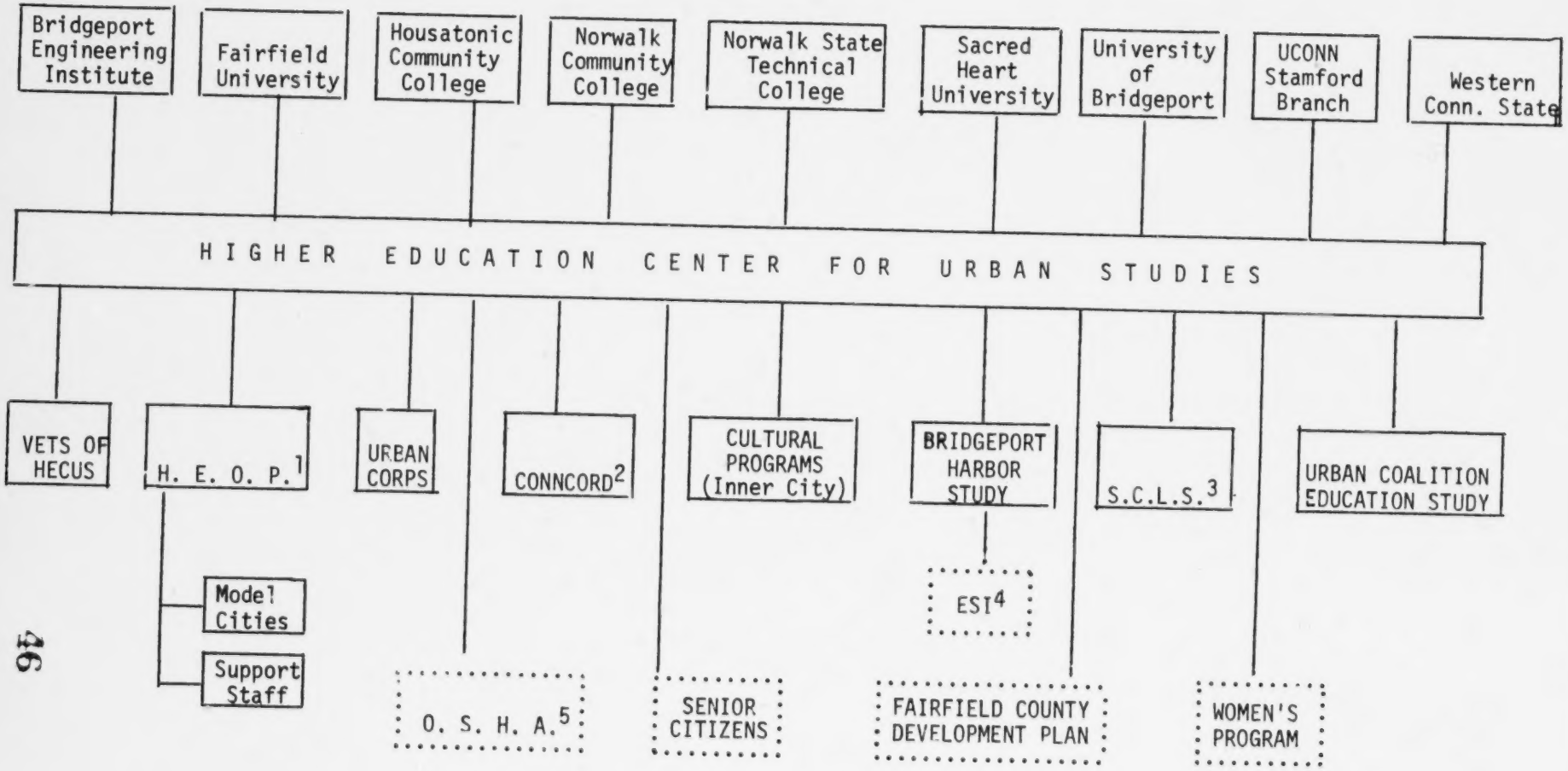
ARTICLE VII

AMENDMENTS

Amendments to these By-Laws shall be made by majority vote of the Board of Directors and, further, providing that each member institution is represented and voting.

ORGANIZATION CHART

HIGHER EDUCATION CENTER FOR URBAN STUDIES



1. Higher Education Opportunities Program (HEOP)
2. Connecticut Consortium on Research Development (CONNCORD)
3. Southwestern Connecticut Library System, Inc. (SCLS)
4. Environment Studies Institute (ESI)
5. Occupational Safety and Health Act (OSHA)

5/15/72

APPENDIX D

HIGHER EDUCATION CENTER FOR URBAN STUDIES

POSITION DESCRIPTION

TITLE:	DIRECTOR
INCUMBENT:	H. PARKER LANSDALE
REPORTS TO:	BOARD OF DIRECTORS
DATE:	June 1, 1969

GENERAL FUNCTION

Under the general direction of the Board of Directors, the Director operates the Higher Education Center for Urban Studies in accordance with the Charter, By-Laws and general policies of the Center.

KNOW-HOW

Nature and Background of Position - This position is concerned primarily with the achievement of the purposes of the Center as it carries on its activities in urban studies with the member institutions, their administrations, faculties and students. The Director works closely with and through the Board of Directors and its committees in the achievement of these purposes; therefore, he is required to have an understanding of the problems and issues of higher education, urban affairs, community organization and human relations.

He should have earned degrees at the graduate level, a teaching experience in higher education, and some prior experience with the problems and issues of higher education.

He should have basic knowledge and working experience with one or more urban communities, having been exposed to the issues and problems of urban life, governmental and non-governmental programs, urban-suburban relationships and the broad issues facing contemporary American life.

Because the Director interacts not only among the member institutions of the Center but also its various departments, faculties, students and other forces, he must have a substantial experience in the field of human relations and in functioning as a catalytic agent in bringing about organizational change.

Since it is the intent of the Board of Directors that the Center not become a sixth institution, but rather serve as the instrument of the member institutions, he must be prepared to function as an instrument, insuring maximum interaction among the member institutions rather than as the executor of program functions operated by and for the Center.

PRINCIPAL ACTIVITIES

1. ADMINISTRATIVE

   a. SERVES as the executive officer of the Board of Directors and its

committees executing the basic policies, plans and decisions, reporting on matters affecting the Center and its member institutions in urban affairs.

b. DIRECTS such staff as may be authorized, insuring adequate recruitment, training, supervision and recognition for each individual so employed.

c. DEVELOPS a personnel policy for the Center compatible with the member institutions.

2. ACADEMIC

a. DEVELOPS and MAINTAINS an inventory of present academic programs in courses, service and research being conducted by the member institutions in urban affairs.

b. ASSISTS individual faculty, students and administrative units in their effort to develop research, internships, and service related projects in the field of urban studies.

c. AVAILABLE as a resource person to faculty-administrative-student committees for urban studies in each member institution.

d. PROVIDES occasional lectures for individual related courses in urban studies as requested by the faculties of the member institutions.

3. COMMUNITY RELATIONS

a. MAINTAINS an internal and external public relations program for the Center in urban affairs designed to interpret the commitment of the member institutions to the urban complex and the solution to its problems.

b. DEVELOPS an inventory of what is occurring in the municipalities in the area.

c. GIVES leadership to the development of joint (two or more member institutions) programs, courses, curricula in urban studies, research and service.

d. ASSISTS member institutions in the development of programs of urban studies and relevant academic, administrative and community policy.

e. SEEKS out relevant programs and activities for operation by the Center, suggesting these to member institutions for their possible participation.

f. ASSISTS the member institutions in their short and long range planning as it affects urban studies and their respective and collective impact on the urban environment in which they exist.

g. SERVES as the coordinator and in some cases the contact, for the member instutitions (collectively and individually) in their relations with municipal, state and federal government and their agencies, as well as non-governmental organizations, as these affect urban programs and studies.

EFFECT ON END RESULT

1. The recognition by the community of the basic commitment of the member institutions in their higher education resources to the solution of the urban problems in Southwestern Connecticut.

2. The development of recognized internal and interrelated programs of urban studies in the member institutions.

3. The coordination of existing programs within the member institutions and their continued effectiveness in relation to the community at large.

4. The development of such programs in the Center that make effective demonstration of the Center's basic purposes and policies.

APPENDIX E

HECUS BOARD OF DIRECTORS

Baker, Everett I. L.	President, Norwalk Community College
Barone, Dr. John A.	Provost, Fairfield University
Bigsbee, Earle M. (Treasurer)	Vice President, University of Bridgeport
Dew, Dr. Edward M.	Assistant Professor, Politics, Fairfield University
Ekstrom, Charles A.	Dean of College, Housatonic Community College
Gall, Galvin G.	Assistant Provost, University of Connecticut
Haas, Dr. Ruth A.	President, Western Connecticut State College
Hansen, Arnold R.	Director, Institutional Planning, Western Connecticut State College
Juszli, Frank L.	President, Norwalk State Technical College
Kidera, Robert A.	President, Sacred Heart University
Liston, Edward J. (Secretary)	President, Housatonic Community College
Loss, Calvin	College Counselor, Norwalk State Technical College
Manning, Dr. Thurston E.	President, University of Bridgeport
McInnes, the Rev. William C. (Chairman)	President, Fairfield University
Mikolic, Dr. Stanislav-Adolf	Chairman, Social Sciences, Sacred Heart University
Moore, Norman	Chairman, Social Sciences, Housatonic Community College
O'Donoghue, Joseph F.	Dean of Instruction, Norwalk State Technical College
O'Sullivan, Dr. Maurice J.	Vice President, Sacred Heart University
Owens, William J.	President, Bridgeport Engineering Institute
Parrott, H. Wheeler	Vice President, Development and Public Relations, Bridgeport Engineering Institute
Perkins, Theodore M.	Vice President, Business Affairs, Bridgeport Engineering Institute
Ray, Deborah W.	Assistant Professor, History and Government, Norwalk Community College

Rudner, Dr. N. Jack	Director, Special Extention Continuing Education Projects, Western Connecticut State College
Spector, Dr. Nahum J.	Associate Professor, Political Science, University of Bridgeport
Wright, Frank S.	Dean of College, Norwalk Community College
Wyllie, Dr. Robert H.	Director, Stamford Campus, University of Connecticut

APPENDIX F

FINANCIAL CONTRIBUTIONS

Of no small importance is the contributions made by the Higher Education Center for Urban Studies in funnelling funds from outside sources to its member institutions. What follows is a report to the Executive Committee indicating these funds up to the fall of 1971:

Period January 1, 1969 through October 31, 1971

I. TOTALS BY CLASSIFICATIONS OF PROGRAMS

A. Tuition Refunds

1. FURST and UBET

a. Fairfield University Recreational Study Techniques	$ 14,400.	
b. University of Bridgeport Recreational Techniques	14,400.	$ 28,800.

2. Tuition Payments for Higher Education Opportunities Program

Fall 1970		
University of Bridgeport (58 students)	10,689.	
Housatonic Community College (31 students)	1,505.	
Bridgeport Engineering Institute	120.	12,314.
Spring 1971		
University of Bridgeport	534.	
Housatonic Community College	306.	840.
Summer 1971		
University of Bridgeport	575.	
Housatonic Community College (Foundation Courses)	5,000.	5,575.
Fall 1971		
University of Bridgeport (25 students)	9,399.	
Fairfield University (3 students)	3,075.	
Sacred Heart University (4 students)	2,175.	
Housatonic Community College (37 students)	2,645.	17,294.

B. Payments to Individual Faculty Members

1. Model Cities Planning Period (1969)

a. University of Bridgeport (2 faculty, 1 grad student)	4,801.	
b. Fairfield University (1 faculty)	1,500.	
c. Housatonic Community College (2 faculty)	1,005.	7,306.

2. Model Cities Evaluators at $800 Per Person

a. One faculty member from each institution (except University of Bridgeport which had two)	4,800.	4,800.

3. Bridgeport Harbor Study		
a. Sacred Heart University (5 faculty)	$ 10,275.	
b. University of Bridgeport (1 faculty)	350.	
c. Sacred Heart University (6 students)	7,614.	
d. University of Bridgeport (1 student)	496.	
e. Bullard-Havens (1 student - Model Cities Resident)	688.	$ 19,423.
4. Special Individual Faculty Projects		
a. Career Ladder Inventory (Housatonic - 1 faculty)	2,400.	
b. HEOP Consultants and Study Team		
1. University of Bridgeport	2,400.	
2. Fairfield University	500.	
3. Sacred Heart University	600.	
4. Housatonic Community College	975.	
5. Bridgeport Engineering Institute	650.	7,525.
c. Regional Data Bank Development Proposal (University of Bridgeport - 1 faculty)	500.	500.
d. CONNCORD		
1. Consultants		
a. University of Bridgeport (1 faculty)	250.	
b. Fairfield University (1 faculty)	250.	500.
2. Research Grants		
a. University of Bridgeport	1,975.	
b. Fairfield University	1,622.	
c. Sacred Heart University	990.	
d. Housatonic Community College	850.	
e. Quinnipiac College	1,925.	
f. Western Connecticut State College	800.	8,162.
3. Agencies		
a. Action for Bridgeport Community Development	670.	
b. Chessmen Foundation	1,000.	
c. International Institute	975.	2,645.
3. Payments to Students		
1. Urban Corps		
a. University of Bridgeport (17)	1,880.	
b. Fairfield University (6)	1,188.	
c. Sacred Heart University (5)	585.	3,653.
2. Book and Tuition Refunds		
a. Fall 1970		
1. University of Bridgeport	725.	
2. Housatonic Community College	421.	
3. Bridgeport Engineering Institute	25.	1,171.
b. Spring 1971		
1. University of Bridgeport	50.	50.
c. Summer 1971		
1. University of Bridgeport	25.	
2. Housatonic Community College	489.	514.
d. Fall 1971		
1. University of Bridgeport	798.	
2. Fairfield University	184.	
3. Sacred Heart University	175.	
4. Housatonic Community College	1,013.	2,170.
Total		123,242.

II.	TOTALS BY PROJECT AREAS		
	A. Tuition Refunds	$ 64,823.	$ 64,823.
	B. Payments to Faculty	39,418.	39,418.
	C. Payments to Students	16,356.	16,356.
	D. Payments to Agencies	2,645.	2,645.
	Total		123,242.
III.	PAYMENTS TO UNIVERSITIES		
	1. University of Bridgeport	51,447.	
	2. Fairfield University	23,519.	
	3. Sacred Heart University	23,214.	
	4. Housatonic Community College	17,409.	
	5. Bridgeport Engineering Institute	1,595.	117,184.
	6. Quinnipiac College	1,925.	
	7. Western Connecticut State College	800.	
	8. Bullard-Haven (Model Cities Resident)	688.	
	9. Other Agencies	2,645.	6,058.
	Total		123,242.

APPENDIX G

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"Role and Function of HECUS as Reflected in Annual Reports and Activities of the Director"

"Excerpts from HECUS Board and Executive Committee Meetings"

"A Listing of Programs that Never Occurred"

"Position Description, Director, HECUS"

HECUS By-Laws